



Did You Know?

Just making a commitment not to use alcohol and other drugs helps you keep to your decision not to use.

Thought Starters

Here's what a commitment means to me:

I think it's important not to use alcohol and other drugs because:

*My commitment to myself is that for the sake of my health, education,
and future, I will not use alcohol or other drugs, starting today, for the next year.*

I make this commitment to myself because:
(write your three most important reasons)

1.
2.
3.

I have discussed this commitment with the following adult who cares about my future:

My signature

Date

Adult witness

Date

Instructions

Read your situation and check off skills that would help the most in the situation. On the next page, write why you chose the skills and what might happen if the character used them in the situation.

Skills	Check here
Listening	<input type="checkbox"/>
Showing empathy	<input type="checkbox"/>
Respecting others' ideas	<input type="checkbox"/>
Understanding someone else's perspective	<input type="checkbox"/>
Disagreeing respectfully	<input type="checkbox"/>
Making friends	<input type="checkbox"/>
Being an ally	<input type="checkbox"/>
Being assertive	<input type="checkbox"/>
Using bystander power: <ul style="list-style-type: none"> • Don't take part in bullying. • Offer support. Be an ally to someone being bullied. • Take action against bullying. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Using the Steps for Staying in Control: <ul style="list-style-type: none"> • Notice. • Pause. • Think twice. • Calm down. • Reflect. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Using positive self-talk	<input type="checkbox"/>
Using the Action Steps for solving problems: <ul style="list-style-type: none"> • Analyze the situation. • Brainstorm options. • Consider each option. • Decide on and Do the best option. • Evaluate if it works. <i>If necessary:</i> • Figure out another way. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Considering options: <ul style="list-style-type: none"> • What might happen if I do this? • Is it safe? • How might people feel about it? • Is it ethical? 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Why we chose these skills:

What our character(s) can say or do:

What might happen if the character uses these skills in the situation:

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The Binder

Chris gets angry very easily and tends to assume that other kids are trying to be mean. As a result, Chris got into a lot of fights in fifth grade. She wants to make a fresh start in middle school. But on the third day of sixth grade, a girl in math class knocks Chris's binder off her desk. She starts to feel really mad. What skills can Chris use to stay out of trouble? What can she say or do?

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The Lunch Tray

At lunch, Rafael and Tony see a seventh-grade girl grab a sixth-grade boy's lunch tray. The girl takes the lunch back to her table of friends. They laugh and throw the food around. The boy is sitting alone and seems upset. What skills can Rafael and Tony use? What can they say or do?

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The Broken Vase

Keisha invites her friend Morgan over after school. They're in the living room, goofing off and throwing pillows at each other. Then Morgan accidentally breaks a vase. Morgan suggests they clean it up and not tell. Keisha is upset and worried that she'll get in trouble. She wants Morgan to pay for the vase. Morgan says that's not fair because they were both throwing pillows. What skills can Keisha and Morgan use to solve this problem? What can they say or do?

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The Bottle of Beer

Daria finds an unopened bottle of beer in the park. She feels tempted to take it home. She doesn't want to drink it but is excited by the idea of having a bottle of beer. She is thinking she can tell some of the popular kids at school about it and maybe get them to include her in their group. What skills can Daria use to deal with her impulse to take the beer?

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Name: _____

Answer each question to explain what you learned. Then write a reflection to show how what you learned connects to your life.

What I Learned

Identify three skills you've learned in the Stepping Up program that will help you stay free from alcohol and other drugs.

1. _____
2. _____
3. _____

Connecting to My Life

Write one or two paragraphs about some of the skills you learned in the program and how you're using them.

Preparation

1. Put students into groups.
2. Make additional copies of Handout 15B and the additional scenarios below for each student.

Instructions for Students

1. Work in groups.
2. Read and follow the instructions on Handout 15B using the additional scenarios.

Additional Scenarios

The Soccer Game

Greg was playing soccer at lunch. Another kid tackled him and took the ball from him. He passed it to another player on his team who scored a goal. Greg is really mad that a goal was scored, and is convinced that he was fouled. He feels like punching the kid who took the ball from him. What skills can Greg use to stay in control? What can he say or do?

The Bus

When Ben rides the bus to school, there is a group of kids who sit in the back. They always make fun of a boy who is shy and quite small. The boy tries to ignore them and stares out the window. Ben can tell that he is trying not to show that he is upset. What skills can Ben use? What can he say or do?

The Backpack

Tasha borrows her brother's backpack to take her shorts and sports shoes to the youth center. But she accidentally leaves it there. She goes back to look for it, but she cannot find it. She does not know what happened and is scared to tell him that she does not know where it is. What skills can she use to deal with this problem? What can she say or do?

The Group Project

Kai's teacher has assigned a group project for social studies. All of Kai's friends are in other groups. Kai's group includes two kids he doesn't get along with. His group has met once and can't even agree on a topic. Kai needs a good grade on the project. What skills can Kai use to work with the group to complete the project successfully? What can he say or do?

**Language Arts and Social Studies**

Who is your “commitment” ally?

Help students find a “commitment” ally. The ally should also be committed to not using alcohol or other drugs. The ally could be a classmate, friend, cousin, grandparent, or even an online friend. After students have identified their ally, have them report to their ally their descriptions from the Lesson 14 integration activity of 10 things they can do now to get where they want to be 10 years from now. They can also write letters back and forth supporting each other’s commitment to stay substance-free.

**Health and Science**

Why are tobacco products so addictive?

Have students work in groups to research what makes tobacco products addictive using preselected Web sites or search engines. What substances found in tobacco products are addictive? Why are they addictive? How can tobacco products be more than just physically addictive? Have each group report their findings to the class.

**Media Literacy**

Can you keep movies from getting in the way of keeping your commitment?

According to a study funded by the National Cancer Institute, teenagers who see actors smoking in films are more likely to try smoking. For students trying to keep their commitment to remain substance-free, watching smoking depicted in movies may challenge that commitment. Have students work in groups to brainstorm three to five ideas about how to help curb teen exposure to movie smoking. For example, boycott movies that show characters smoking, write letters of protest to the movie studios and actors, or increase the awareness of the dangers of exposure to movie smoking to teens through public service announcements. Have each group report their ideas to the class.